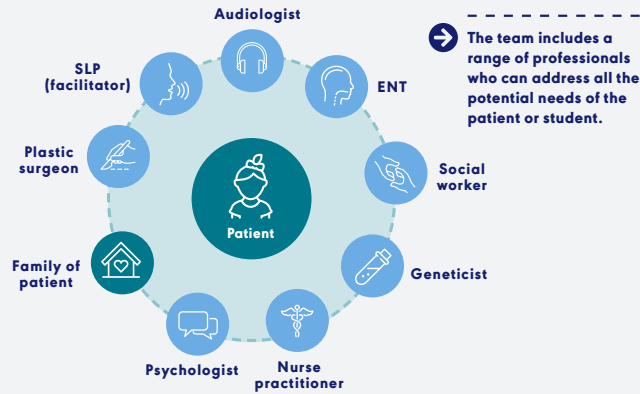


# 1

## Convening the Team

The facilitator invites team members to join the IPP team based on the student's or patient's potential needs. Keep in mind that the team makeup often changes as the individual's treatment progresses or as other needs emerge. The patient or student and their family are also considered to be part of the team.



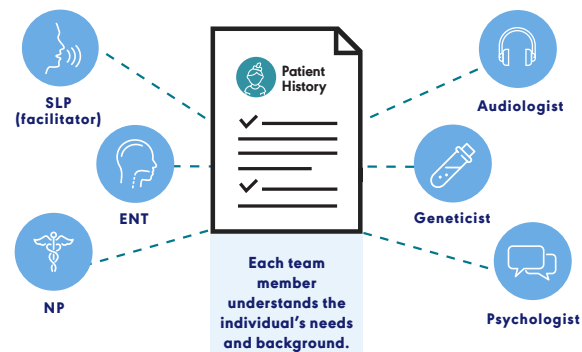
### USING THE RUBRIC:

Download the rubric. Record the team members' names and their roles in the **IPP Team Members** section.

# 2

## Initial Meeting

The team members share key information about the case, such as the individual's medical or educational history and their values and preferences. The team decides on an assessment strategy by defining the team members' responsibilities for evaluating the patient or student.



→ Team members clarify their role in assessing the patient or student.



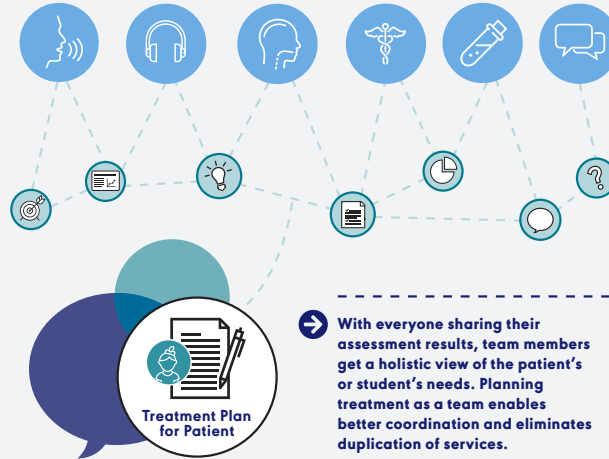
### USING THE RUBRIC:

Record background information about the patient or student in the **History and Concerns** section. The team completes the **Assessment Plan** section with each member's plan for evaluating the individual's educational or health care needs.

### 3

## Assessment Results Meeting

The team meets to share assessment results and insights, pose questions, and reflect on the information gathered during their individual assessments. Then, the IPP team works collaboratively to develop a coordinated treatment plan.



#### USING THE RUBRIC:

Record a comprehensive, integrated summary of the diagnostic findings in the **Assessment Results** section. Then, in the **Treatment Plan**, note the goals and specific roles and responsibilities of all team members.

## Ongoing Process

### → Reflection

IPP teams don't run on autopilot. They make time to reflect on what's working—both with the treatment and among the team members—and make changes to address issues.



#### Reflection questions:

“What is working well for our team? What is not working so well?”

“How can we better support each other's efforts in working with the patient or student and their family or caregivers?”

“What is causing the most stress for our team, and how could we navigate it better in the future?”

### → Conflict Resolution

Conflict happens! Team members may have different opinions and should feel safe to express them. When this happens, IPP teams need to constructively address disagreements.

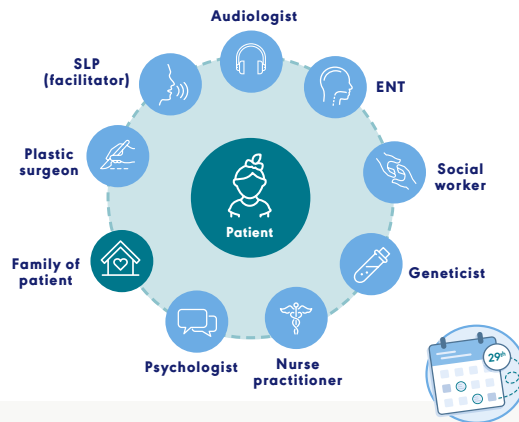


- Set guidelines for dealing with the conflict.
- Stress that disagreements are healthy and typically have positive outcomes.
- Find areas of consensus among those with different views.
- Analyze the source of the conflict, and reach an acceptable solution.
- Make sure all team members feel that their views are heard.

# 4

## Treatment Plan Meeting

The team—including the patient or student and their family or caregiver—meets at regular intervals to review data and treatment results, reflect on the team’s needs, resolve conflicts, and make changes to the treatment plan.



➔ At these regular check-ins, the team reviews data about the patient’s or student’s progress to ensure that they are reaching their treatment goals.



These meetings also give the team a chance to reflect and make adjustments.



### USING THE RUBRIC:

Record data about the student’s or patient’s progress and treatment in the **Treatment Outcomes** section. In the **Team Follow-up** section, add reflections about the team’s ongoing work and changes in the individual’s treatment. This section also describes how (e.g., face-to-face meetings, emails, conference calls) and when (e.g., weekly, monthly) the team communicates.